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Vol. III.

MAY, 1909

No. 9

"For the Welfare of the Child"

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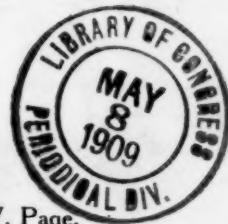
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Vol. III

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THE PRESIDENT'S DESK

NEW YORK PROBATION COMMISSION

The New York State Probation Commission has just made its second report, covering the work for 1908. The Commission exercises general supervision over the work of probation officers, collects and publishes statistical and other information as to the operation of the probation system, inquires into the conduct and efficiency of probation officers and secures the effective application of the probation system and its enforcement in all parts of the State.

The State appropriated \$8,250 for the expenses of the Commission in 1908. \$62,156 were spent on probation care for over eight thousand children and adults. It is estimated that if a probation officer saves only five or six children without necessity for commitment to State institutions she earns her salary.

The New York State Probation Commission reports a saving in cash to the State of over \$1,300,000 in one year.

When one considers that a child directed into honest, decent life means that hereafter he will not come on the State for penal care, the money saved runs into millions. As an economic measure no State can afford to neglect the little children, whose lives can all be made good, if they have the right influence at the proper time.

However wayward he may be, a true mother never ceases to care for her child. At his side she stands with never-failing love to guide him, even as God never ceases to love His children. "Mothers never stop caring," says David Warfield, in "The Grand Army Man," and he voices a great truth which should lead the organized motherhood of this nation to assume the responsibility of motherhood to the dependent and erring children of the nation. Too often patience fails. Too often those who come next to these little children of our Father say "You can do nothing for him. Punish him. Don't try any longer." No mother love is near, the love which more nearly approximates God's love than anything else on earth. No, you can do nothing for him without the love which never stops caring. When into the heart of humanity

there enters the patience and love which goes out towards each child as if he were one's own, when those who guide the fate and direct the future of these helpless children recognize that each is an individual, whose heart must be reached, and whose aim must be made true, there will be little need for huge institutions for children.

Many are the girls and boys who are driven from home by the restrictions placed on them by strict parents, who, with conscientious desire to protect their children, drive them into the very dangers from which it is their purpose to guard them. An eighteen-year-old girl, in writing for a position in another city,

**SYMPATHETIC
MOTHERHOOD**

says, "My parents are very strict and watch me very closely. I want pleasure, and my parents take all I earn. I want to get away from home where I can be independent." Every thoughtful mother would shudder at such

a result of her method of shielding her daughter.

It is difficult for parents to realize that the time comes when they must cease to rule, that the young life desires to direct its own course and that only through keeping sympathetic, loving confidence between parent and child can the lessons be given which will keep him from the evils which allure him to his own undoing.

It is useless to try to deprive young people of companions. It is wrong to give them no money and no privilege of choice in clothes. Home should be open to every friend. Father and mother should be acquainted with them all, and enter into the pleasures that are natural to youth.

The child does not realize that real love and a knowledge of the world's temptations cause the strict rules under which he chafes until too often he breaks the bonds. The strictness obscures the love. The transition from childhood is a period fraught with many pitfalls.

Never does boy or girl need the protection of parents more than then or the warning against evil, and the instruction in life relations which is too often left to chance.

While clergymen and lawyers are discussing how to
THE HOME check the alarming increase of divorce, while legislatures
AND DIVORCE are wrestling with the enactment of uniform laws concerning divorce, it is only proper that mothers should consider what influence they may use for the creation of a higher ideal of marriage and its permanence, how far they are responsible for the present condition.

A lady recently said to her niece, a graduate of a fashionable school: "Florence, isn't it about time you were getting married? You have been out of school four years. It is time you should think of having a home of your own."

"No, Auntie," said the girl, "I don't think I shall marry. Almost every girl in my class has been married, and is now divorced. I don't think I will try it."

A condition like this will never be remedied by legislation. Education of

boys and girls as to marriage, inculcation of its sacredness and permanence, is the only remedy for divorce. The Church may teach this, but unless parents, too, recognize that on them rests the real responsibility of training these boys and girls to take this step with a proper regard for its duties and obligations, there can be no improvement in existing conditions. No permanent reform comes except through education of humanity to higher standards of life, and that belongs essentially to the home. The divorce problem is one that must be solved by better home training. It should receive the earnest consideration of every group of mothers.

One generation could utterly change the present status of divorce if the organized motherhood of the country set itself the task of creating a high standard of marriage and its permanence in the hearts of the boys and girls of to-day.

J. J. Kelso, superintendent for neglected children in Ontario, was commissioned by the government of that province to visit Saskatchewan to advise as to the best means of dealing with children who have broken the laws in courts and otherwise.

At the reformatory at Penetanguishene, Ont., the experiment was tried of allowing over 100 boys out for adoption and apprenticeship, with the result that only two per cent. returned to their former ways. This not only effected a saving to the province of \$30,000 annually, but the boys became useful wage-earners and respectable citizens. A similar course is about to be adopted in British Columbia, whereby the present occupants of the reformatory will be allowed out on parole.

The British Parliament of 1908 distinguished itself by passing an act covering nearly every phase of child protection. It is described as the Children's Charter. No child under fourteen can go to any licensed premises for sale of liquor. Tobacco cannot be sold to any person apparently under the age of sixteen, whether for himself or others. Penalty is provided by fines for violation of the law. Every child under seven placed out to nurse for more than forty-eight hours must be registered by the foster parent with the local authorities, whose duty it will be to appoint infant protection visitors to supervise the hours in which children are placed and advise as to their care. These visitors are empowered to remove children if the homes are not sanitary or if the foster parents are not fit for their duties.

Foster parents are forbidden to insure the life of such children, and insurance companies are forbidden to accept any such insurance. No children except babies may remain in Court during trials. Junk dealers are fined if they buy old metal from children. It is also an offense, punished by fine, to give intoxicating liquors to a child under the age of five, except under doctor's orders. A child under seven may not be left in a room without a fire guard. The Children's Charter is the first recognition by any nation of the fact that the general welfare of children is worthy of the comprehensive thought of legislators.

Children's Welfare Demands Good Roads

LOGAN W. PAGE, Chief Good Roads, Department of Agriculture



Bad Roads—Poor School-house—Poorly-clad Children

Truly, as Euclid said: "There is no royal road to learning," yet research has established the fact that model highways lead direct to a more universal education; that in those sections of the United States where improved highways prevail the children enjoy greater facilities for learning than in the less improved localities;

that good roads and enlightenment invariably go hand in hand, and that the relationship between ignorance and muddy roads is even more intimate.

Some people have given thought to this phase of highway work in the past few years—only a small percentage, it is true, but those have seemingly established the truth that those

who block road improvements not only keep the farmers in an impoverished state but aid in creating a poor citizenship by preventing the children from keeping abreast of the children of more progressive localities and in spreading among the wives of the farmers the awful curse of insanity—which to a startling degree has steadily been increasing in the more isolated and desolate sections of the bad road States.

The dissemination of these facts will no doubt cause wonder on the part of many and raise doubts in the minds of others, but the assembled figures appear to establish the truth of the statement, and men and women

who look for a better nation through a more universal distribution of knowledge are arousing to the needs of the States of the South, Southwest and Middle West where many of the roads are impassable quagmires, which make attendance at schools or church impossible during many months of the year.

Though a vast majority of the men of the United States earnestly proclaim themselves adherents of highway construction and maintenance there are few who have an adequate conception of the real benefits that a universal system of improved highways would bring to the nation. Roads are the one great need at pres-



Good Roads Make Good School-houses and Well-kept Children

ent; greater even than the conservation of the forests, the improvement of the inland waterways; the preservation of the soil or the guarding of the minerals. The present generation would derive immediate benefit from bettered highways, while the conservation of the above-named quartette of natural resources would benefit those who are to come in the future.

Among a few of the things that a universal system of model roads would do for the community are:

One—Save to the farmers, and ultimately to the consumers, not less than \$300,000,000 annually simply by reducing the cost of hauling the products of the farms to market and transportation points.

Two—Save many millions of dollars annually through a reduction in the number of horses and mules required to do the business of the ten million farmers.

Three—Save millions annually by making unnecessary the purchase of wagons; thousands of which are broken annually because of the heavy ruts in the roads.

Four—Increase the value of all farm lands from \$2 to \$9 an acre, and at an average increase of \$4.50 on but one-half of that acreage add \$1,890,000,000 to the wealth of the farmers.

Six—Save the lives of thousands of men, women and children in whose systems the seeds of disease are sown by the clouds of dust created by every passing vehicle or breath of wind.

Seven—Decrease the number of illiterates by making it possible for the children of farmers to reach the schools and have an uplifting effect upon all by making possible more

visits to towns, churches, libraries and to neighbors whose homes are beyond reach because of the boggy conditions of the highways.

Other phases of this question, fully as worthy of mention as those set forth above, could be treated of; each worthy of a separate chapter.

To the coldly practical man whose vision is blinded by the dollars of the present the decreased cost of hauling over good roads, or the increased value of the real estate benefited by model highways may first appeal, but to those who look beyond immediate cash returns no phase of road work possesses more significance than the deadening effects poor roads must have upon the men and women of coming generations.

The foundation on which American unity is built is universal education, and the community that disregards improved highways and forces the children to grow up in ignorance is certain to lag behind other sections wherein good roads make it possible for the little ones to make daily journeys between the homes and the schools.

It is a generally known fact that there are a large number of illiterates in all of our States, yet a careful statistical study has revealed the interesting fact that every State which is notorious for bad roads has a higher percentage of such illiterates than the States where the road surfaces have been improved.

Many to whom this fact is brought are inclined to the optimistic belief that the condition is not due to any national weakness or neglect, but that it is due to the arrival each year of large numbers of foreign peasants. As a great many of these illiterate

foreigners settle in the great cities the fact becomes even more apparent that the illiterates who constitute the big percentage in the "Bad Road States" are native born and that their lack of knowledge is due solely to local conditions.

In the office of Public Roads of the United States Department of Agriculture figures have been assembled which deal with this subject and which may be relied upon because they are based upon the Statistic Abstracts of the twelfth census.

These figures have to deal with four Southern States where the roads are notoriously bad, and with four Northern States where study has been given to highway construction and maintenance and where the expenditures have been generous. The different conditions these reveal form as strong an argument for road building and road maintenance as can be found. Here are the figures, the names of the States being eliminated lest the citizens of those Southern commonwealths reach the conclusion that they have been selected for censure:

FOUR BAD ROAD STATES.

Total population, 7,863,309; total number of native white illiterates born of native parents, 374,788; percentage of illiterates on that basis of population, 4.76; percentage of improved roads to the total road mileage, 1.51.

FOUR GOOD ROAD STATES.

Total population, 6,025,991; total number of native white illiterates born of native parents, 20,577; percentage of illiterates on that basis of population, 0.34; percentage of improved roads to the total mileage, 30.55.

By averaging the flattering conditions of the four Good Road States

two of them suffer slightly, for each makes a flattering showing when viewed alone. One, famed for wealth and culture, has a total population of 2,805,346. Of that large number but 3,912 native born citizens are illiterate, or but 0.14 per cent. The percentage of improved roads is 45.89 per cent., or nearly one-half of the total mileage.

As a startling contrast the worst of the four Bad Road States shows a total population of 1,893,810; with 175,325 native born white illiterates, or a percentage of 9.26, while but 2.52 per cent. of the total road mileage has been improved.

Little if any attention has heretofore been publicly called to the interesting and important conditions revealed by those figures. Few have taken the trouble to look into the matter or to note their significance, but a Western legislator, dwelling in one of the great Western mud States, said recently that he had made a canvass through the southern section of his State and had learned that the roads were so impassable for many months of the year that it was impossible for the children of the farmers to reach their schools. In many of the Southern and Western States, where the population is sparse and distances great, the children are expected to travel many miles each day to get the education which the law of the land ordains to all. With roads so muddy and so deep that horses or humans find locomotion absolutely impossible those children, sometimes for nine months of the year, are debarred from learning.

Beyond that phase, and that cessation of intellectual advancement, one

cannot overlook the bearing this subject has upon morality and religion.

A people that find it impossible to educate their children because of the impossibility of sending them over the highways of their counties will overlook as well the value of religious training, because the churches are as unreachable as the schools.

Education, religion and health then are forbidden to the men, women and children of the rural communities in which highway construction and maintenance is neglected; squalid and filthy conditions which make education and religious training practically impossible, also robbing the people of health. A few months since, in an address before a large number of scientists and physicians, Dr. Allerton S. Cushman amazed many of those present by voicing the following indictment:

"I have noticed that wherever I see bad roads I invariably see neglected, unkempt, unwashed children. If I travel along a good road I see children well cared for. I do not say that one directly follows the other, but they undoubtedly go together. A community that is negligent of its roads will be negligent of its children, and a community that is negligent of its children will not produce good citizens, nor, above all things, will it have a high standard of public health."

Asked to justify this statement, the scientist said: "It is, I think, justified by a day spent in an automobile in any country section, and, insisting as I do on the condition, I think it has a bearing on the question so frequently asked by unthinking Americans: 'What possible relation can there be between the public road and public health?'"

"If the medical men of the world know what they are talking about the relation is intimate. Dirt and dust mean disease. Cleanliness and sanitary surroundings work for a better citizenship. Nobody will deny that the 2,150,000 miles of public roads of America constitute the national dust factory and furnish daily 90 per cent. of the dust we inhale. The delicate breathing apparatus of the human body was never meant to harbor such substances as every passing breeze blows from the thoroughfares, and the percentage of people dying from disease carried by dust is higher than is generally believed.

"When the public will concede that to be a fact, the Director of Public Roads and the State and county road builders and overseers will get a greater degree of popular support than they now receive. Tell the ordinary citizen or the busy farmer that the bad, dust-heavy roads are not merely disagreeable but dangerous to health as well, and he smiles sarcastically and shifts the conversation.

"The American becomes a skeptic when you confront him with a proposition which he doesn't understand. He finds dusty roads a menace only when it is brought home to him that they cost him money. That was demonstrated to the orange growers of California a few years ago, when dust-covered fruit no longer commanded so high a price as when free from dust. The result was an aroused interest in road improvement and in dust suppression. Appeals on the score of cleanliness and good health never stirred the Californian, but a slump in the price of oranges brought about a wonderful era of activity.

Study Outline

LUCY WHELOCK

The Physical Care of the Child

SLEEP

SLEEP AND GENERAL TREATMENT.

"He smiles and sleeps!—Sleep on and smile, thou little young inheritor Of a world scarce less young; sleep on and smile.

Thine are the hours and days when both are cheering and innocent."—*Byron*.

"(Baby's) sleep should not be interrupted even when feeding-time comes. Sleep is necessary for repair and growth to as great an extent as food itself, and every artificial interruption of sleep is a nervous shock."—*Mrs. Washburne*.

"Froebel says that the last consciousness of the baby who is going off to sleep, as also his first awakening, ought to be a consciousness of love."—*Mrs. Washburne*.

"The disturbance of digestion caused by wrong food; the overstimulation of the brain by bad air, by excitement, by worry or by fear; all are responsible for lack of recuperative sleep."—*Ellen H. Richards*.

A. C. Cotton: *Care of Children*.

"Our baby's nurse saved her much fretting by simply changing the position of the little body from time to time."—*Miss Shinn's Biography of a Baby*.

Mother's Year Book, pp. 16-22.

Century Book for Mothers, pp. 30-34.

USE OF CRADLE SONGS, ROCKING, ETC.

"The good modern fashion of leaving the babies to go to sleep by themselves, to the music of their own cooings and chirpings, is by all means to be adopted; but the modern baby ought to get, at some time in the day, as much singing as fell to the lot of the

old-fashioned baby who was rocked to sleep."—*Emilie Poulson*.

Discuss best lullabies, song-collections, etc.

Dr. Warner: *Nervous System of the Child*, p. 121.

Herbert Spencer: *Education*, Chap. IV.
E. Poulson: *Love and Law in Child Training*, pp. 50-51.

Kate Douglas Wiggin: *Children's Rights*, pp. 11-13.

BEDS AND SLEEP.

"It is of the utmost importance to establish correct habits of sleeping in the child. Sound, restful sleep from which one awakens to joy in living is the essential thing. . . . Restless nights, terrifying dreams, do not permit that full repair of worked-out tissues which means efficient living."—*Ellen H. Richards*.

Perez: *First Three Years of Childhood*, pp. 53-55. E. L. Kellogg & Co., New York and Chicago.

A. C. Cotton: *Care of Children*.

John Locke: *Some Thoughts Concerning Education*, pp. 14-17. Macmillan Company, New York.

LETTING ALONE.

"The baby needs to be let alone almost as much as he needs to be cared for."

"In spite of his charm and attractiveness we must force ourselves to give him, every day, plenty of chance to live alone with himself; to gurgle and coo and roll and bite things and blink at the ceiling and play with his own little fingers and toes . . . without an audience."—*Mrs. Washburne*.

Mother's Year Book, pp. 154-158.

Froebel: *Education of Man*, p. 23.

Memory and Hope

DORA FOLSOM BROKAW

I sit alone in twilight gray,
The past comes o'er me like a
dream;
It calls to mind a summer day,
A mother in whose arms there lay
A baby nearing Death's deep
stream.

Its tiny form, once full of grace,
Lay motionless, in sad repose,
Unconscious of her fond embrace;
Like chiselled marble seemed the face.
The mother brooded o'er her woes,

When lo! it opened wide its eyes,
Gave, stretching forth a little hand,
An upward glance in glad surprise,
As if it saw beyond the skies
The glories of the Heavenly Land.

'Twas such a look as may be found
Upon the pictured Infant's face,
Which artists old and world-re-
nowned,
Have caught and on their canvas
bound,
Where Heaven's light has left its
trace.

And in the mother-heart it wrought
A peace far greater than her grief;
And to her soul sweet comfort
brought,
While God no longer she besought
To spare the darling life so brief.

Nay, rather, she remembered what,
When on the earth our Saviour
said,
"Let children come—forbid them
not,"
Oh, blessed words! This one bright
spot
In dark background its radiance
shed.

And shining still, down through the
years,
It lights the way to Heaven's gate,
Where neither sorrow is, nor tears;
And He whose Love casts out all
fears,
Doth with the child her coming
wait.

Suggestive Program for a Mothers' Circle

The Social Life of the High
School.

Mothers, Daughters and Domestic
Science.

The High School Girl.

The Place of Moral Education in
the Public School.

Training of Little Children.

Play as an Educative Force.

Teaching the Mystery of Life.

Child Nature as I Have Found It.

Parent-Teacher Associations.

As an Adjunct to the School.

As an Aid to the Home.

With Reference to the Future.

The Educative Value of Probation.

BY HUGO KRAUSE.

There is no more a royal road to success in child-saving work than in educational work at large. Successful probation work is conditioned upon the same fundamental principles that good teaching is based. In fact, the gradual evolution of a bad boy to a good boy, of a helpless girl to a self-supporting one, is not the result of any hocus-pocus proceeding upon which any sleight-of-hand professor has taken out a patent, but proceeds along sane, rational and scientific lines that have long since been laid down by educators and psychologists.

The only respect in which probation can be said to be an innovation is in the practical extension of known educational principles.

Long before governments were effective, or schools were established, fathers were the governors of the household and the fathers were the teachers of their children. The little ones learned by imitation. The work of the mother was a task of love and her reward was love. Gradually, as work became specialized and intelligence grew, this important task of teaching the young was largely entrusted to those who, by reason of special training and natural fitness, could do it to better advantage. Then money was substituted for love as a reward. The power and control of the father was also largely delegated to the community for the common welfare of all. Thus we see that the family is the fundamental basis of all education and government. It is the central unit of progress and one of the prime factors of our civilization. Just as both par-

ents are necessary for a good, well conducted home, so we find that both education and government are necessary for the safety and happiness of mankind. Just as in the family the parents are complements of each other, so education and government strengthen and re-enforce each other and the one cannot well exist without the help of the other.

However, just as good homes made good schools and good government, so good schools and governments made better homes and more intelligent and nobler parenthood. This process has gradually been kept up until the early efforts of teaching and governing have been crystallized into arts and sciences and the matter of good and intelligent parenthood also should no longer be regarded as accidental.

Roughly speaking, the life of a child may be divided into its early or home training, its education at school and its experiences in the world at large. In the natural course of events the first of these periods is a preparation for the second, upon which, in turn, the third is based. Theoretically they are all three necessary for a well-rounded and complete life. Unfortunately, in practice the transition from one period to another, which should dovetail, is not only abrupt, but the first or second period may be almost entirely lacking or may be so badly crowded out by the death of one or both parents, by a vicious, degraded home, by child labor or other causes as to render them nil. The third period is often thrust upon the child

before he is prepared for it, and as a result he is out of harmony with his environment, violates moral or economic laws and falls a burden to society either as a delinquent or a dependent.

Now it must be apparent that each of these periods, home training, school education, and world experience, will vary in their value as a preparation for life just in proportion to the quality, intensity, and scope of the training which is given during each period. The more complete the home training and the more prolonged its influence, the more beneficial will it be as a preparation for the school, and the longer and more thorough the school training the better will it equip for the experience of life. In a large degree also these three periods interact and overlap each other, so that the child in a good home frequently learns much that another child must learn at school, and the good school often teaches what many children are compelled to learn in after life. Thus we see that the prolongation of the period of infancy or child-training has a direct bearing upon our civilization.

When the farmer is compelled to cultivate barren ground and sows poor seed he cannot expect to reap a good crop. How then can we expect the flower of civilization, the little child, to thrive if insufficiently nourished and permitted to grow up in darkness and ignorance? But the situation is still worse when the void of neglect is filled by training in habits of positive vice and degeneracy. Is it any wonder that under such circumstances human beings develop as unlike the image of their

Maker as the thistle is to the rose? Who will say that under such circumstances a child should be punished for turning out wrong? Cheated out of his birthright, robbed of an education, persecuted by society, where is the justice of it all?

But, fortunately, a new era has dawned. The Juvenile Court now inquires into the physical, mental, and moral bankruptcy of the child, adjusts its assets and liabilities, enforces its claims upon society, and gives it a fresh start in life. Through the efforts of the probation officer, a new training centre is organized, which re-enforces the home, supplements the school and interprets the world at large. Thus we see that the probation officer must be a teacher in the best sense of the word. He or she must be many things to many different individuals. Probation officers must be kind-hearted, sympathetic, resourceful and experienced men or women, but, above all, they must be teachers. They must have the faculty of inspiring confidence, arousing ambition and of helping their wards to help themselves. They must recognize the pedagogical principles that all growth is from the inward toward the outward and that all true progress comes from self-activity. No mother ever taught a child to walk by carrying the child in her arms, and no good teacher learns the lessons for her pupil. The mother must steady the child, show it how to walk, walk with it, coax it onward and catch it before it falls. So the probation officer must kindle the interest, create the environment, and raise the ideal that leads the child slowly but surely onward and upward into the rich sunshine of a

fuller, purer and more beautiful life. He must throw his protecting arms around the child at critical times and rescue it from the brink of impending danger. In order that the probation officer may do his work to the best advantage, he must analyze his child or take stock of it and study it to discover what its strong points and what its weak points are, both physically, mentally and morally. He then diligently sets about to direct any wrong tendencies and to combine all the strong tendencies to the best advantage. After this he seeks out as many helpful coöperative agencies as possible and focuses their combined influence upon his ward. That probation officer is the best who has developed skill in this psychophysical laboratory through the process of analysis and synthesis.

The cultivation of correct habits and high ideals should be the constant aim of the probation officer and the parent. To insure the least possible success, the probation officer should seek to coördinate the child's best self-interest to the best interests of the world at large. To do this he must not only understand the child, but he must understand society. The little threads of thought and action that are often woven into the woof and warp of everyday existence are often overlooked amid the strenuous duties of life until the nature of the entire fabric is changed. What can be more pathetic than the appeals for help of a negligent mother who has failed to observe the natural requirements of her daughter and her gradual transition to vicious tendencies, until all control has been lost? What can be more startling to an over-indulging father than the sudden realization that

his son has developed secret vices which have undermined his manhood? And yet a careful student of child life could have detected, checked and diverted these tendencies to good uses by the inculcation of correct habits and ideals, just as the scientist can subdue the forces of the fiercest elements for man's comfort and enjoyment by guiding them into channels and regulating their force. Under ordinary conditions water is a liquid. At 212° Fahrenheit it develops into steam, while at 32° it crystallizes into ice. The change to the boiling or freezing point is a gradual one, but when the critical time comes the change manifests itself and we call it sudden, when in fact it was a gradual transition. So it is in human life. Nothing is accidental. All is due to cause and effect. The boiling point and the freezing point in human nature manifest themselves in delinquency and dependency, and the simile carries in adult as well as in child life.

The parent, like the probation officer and the teacher must ask himself from time to time what is this child physically, mentally and morally. How come it to be so? What can I do to help it? What am I trying to accomplish? How much of this has already been done? What remains to be done? And how am I going to do it? Under the last head he must consider all available resources and the best methods of the day. Of course no hard and fast rules can be laid down for the treatment of specific cases. One of the greatest discoveries of the age is the individuality of the child and it remains for us to adapt general pedagogical principles to fit individual cases. The

greatest obstacle to the development of the family, our educational system and our civic progress is indifference. The greatest need of the day is thoroughness.

In whatever capacity then that we may regard ourselves as members of society, whether as parents, teachers, probation officers as citizens at large, let us remember that the "laissez faire" doctrine is fatal to progress and that it remains for us to do our very best as God gives us the intelligence to see it.

That parent, that teacher, that probation officer is the best who does his best; who sees in every child a part of himself, who has the best heart, the best character; who uses his best intelligence to make the best study of the child under his care and who considers and coördinates the child's best self interest to the best needs of the community. Such are the parents, teachers and probation officers that we must try to develop; such are the parents, teachers and probation officers that our American Citizenship requires, such are the parents,

teachers and probation officers that are the hope of the future.

The dominant note of child-saving work, of the treatment of our delinquents and dependents has unquestionably been struck by the National Congress of Mothers when it emphasizes parental education. By bringing the home and the school—the two great centres of education into closer proximity, a double purpose is accomplished. Firstly, the parent is enabled to get a fuller understanding of the best educational principles employed in training the young and learns to see the child from the point of view of a teacher. Secondly, the teacher learns to appreciate the practical limitations of the home and parent and the most urgent requirements of the times along educational lines. After the home and the school have studied and compared their needs and agreed upon them they should combine to secure the necessary remedial legislation. This is the natural and practical way of bringing about social progress.

Book Reviews

"Bulletin of Up-to-date Money and Labor-Saving Appliances." Price, 10 cents.

The above bulletin, published by the American School of Home Economics, 693 W. 69th street, Chicago, Ill., gives many valuable suggestions to housekeepers for simplifying and lightening domestic work. The Library of Home Economics is the most valuable and practical set of books relating to home matters that has ever been published.

The house and where it should be located for health, heating by dif-

ferent methods, the expense and advantage of each system, food and dietetics, principles of cookery, and the chemistry of cooking, are among the subjects covered.

There are twelve volumes in the set. Every housekeeper would find much in them to help her, and for the bride no more practical gift could be chosen.

They would be a valuable addition to the library of any mothers' circle, and would give subjects for study and discussion for more than one season.

Children's Libraries In Ohio

ALICE BOARDMAN

The children's room, with its low bookcases, its small tables and chairs and its semi-weekly story hour, is of comparatively recent origin, yet to-day this feature of library work is regarded as one of the most important. The Cleveland public library was the first in Ohio to have a special room for the use of children, which in the beginning was only a corner, partitioned off the main library with glass, but it served its purpose, and from that modest little corner has developed the well-equipped and beautiful children's room in every one of the seven branch libraries of that city. Each is presided over by a specially trained librarian, who is under the supervision of a director of work with children. Beside this branch of the work, books in large numbers are sent into the schools, and the Board of Education, recognizing the value of an intimate relationship between the library and the school, employs an experienced and well-trained librarian, to give instruction in the Normal school in the use of the library—its reference books, catalogue, etc.

Cincinnati is doing practically the same work in a larger field, for the library is a county institution, and every hamlet and village in Hamilton county is included in its field of operation.

Toledo and Dayton are both doing excellent work for the children, each has a special room for them with the story-hour feature, beside coöperating with the schools.

Columbus has two libraries, each of which is doing good work, the one with the schools and the other with the general public.

The new Carnegie building of the public library has a well-organized children's department, which is thronged every day after school and all day Saturday.

Every library in the State, great and small, does work of some kind for the children. Those libraries that have been built through the munificence of the patron saint of libraries, Mr. Carnegie, are all provided with a room especially for the children. In a number of the smaller places the club women are acting as story-tellers, once or twice a week, and faithfully prepare and adapt stories that both delight and instruct the little folks.

Youngstown, which has a large foreign population scattered over a somewhat extensive territory, far removed from the library, has a system of home libraries, that are sent out to a family in a district, in charge of a friendly visitor, who visits the family once a week, distributes the books, tells stories and plays games, the mothers frequently joining in the latter and as eagerly listening to the stories as the children do. From time to time the books are changed and the library is moved from one family to another, till each of the ten, who constitute the district, has had the custody of the book for a period of three months, when a fresh start is made.

The State traveling libraries reach the outlying country schools, and

through the coöperation of teachers and boards of education, many books are circulated.

A new departure in the work of the traveling library is the sending of mounted pictures with reading list attached for special days that are now celebrated in all schools. The pictures are artistically arranged, and will, no doubt, carry good cheer and pleasure

into many a dingy country school room.

Literature, art and handicraft enter as much into the education of the child of to-day as the three R.s of the days of our grandparents, and it is the pleasure as well as the duty of the librarian to supply the books that will help to make as worthy, as happy, and a more cultured generation than the one that is fast passing away.

“Learn Your Lesson Before You Try to Teach It”

Amelia Barr, who wrote several novels which brought her fame, declares that no woman has a right to a career until she has had children. She should know, for she had fifteen children before she turned her attention to literature.

She is nearing her eightieth year, and has just published her fifty-ninth novel. Here are some of her views on women and other things:

“The matinee girl has no future unless some good man makes her fall in love with him and makes her marry him. The home girl is the only one that is worth while, and the girl who doesn't marry if she gets the right chance is a fool.

“And by the right chance I don't mean money and automobiles and the chance to be idle. A salary of \$1,500, \$1,200 or even \$1,000 a year is enough, and more than enough for any young pair to live happily on.

“A girl has no business to go

trapesing off to an office or a store unless it is a matter of sheer bread and butter. She has no business trying to carve out a so-called ‘career’ for herself. A woman has no right to a ‘career’ until she has married and had children and gone through suffering and sorrow.

“I never wrote a line until after I was fifty-five years of age and had married and reared fifteen children. I am prouder of them than I am of my books.

“Therefore I say to the girl who dreams of a career. ‘Marry; learn your lesson before you try to teach it.’ And let no girl set herself up as too precious a jewel of genius to marry what it may please her to consider a commonplace man. It is not that he is brilliant and ambitious, that his whole thought is of achievement and success and fame that fits a man to bring happiness into a girl's life.”

If thy soul with power uplifted
Yearns for glorious deed,
Give thy strength to serve thy brother
In his need.

Hast thou borne a secret sorrow
In thy lonely breast?

Take to thee thy sorrowing brother
For a guest.

Share with him thy bread of blessing,
Sorrow's burden share;
When thy heart enfolds a brother
God is there.

Backward and Deficient Children

The Relation of the Physical Body to Mental Subnormality

By E. A. FARRINGTON, B.S., M.D., Bancroft Training School, Haddonfield, N. J.

Modern thought views affirmatively the idea of a human personality within the physical body. Many of our foremost men of science—such men as Kelvin, Lodge, James and Fullerton—have given the problem thoughtful study.

This inner self or mind, this ego, or whatever else you may choose to call it, is interpreted as a distinct entity, inflowing and energizing the material frame, and its power thus to inflow and energize depends upon the ability of the material frame to serve as a perfect agent.

In the study of children who are mentally subnormal, this hypothesis has been a most fruitful one. Miss Margaret Bancroft was the first worker in this field to see its value and to apply it in her teaching. In stating her views a year ago she said: "No matter how broken or deformed the body of a human being may be, within that body there is a personality, and it is our business to liberate that personality from its prison—to remove the obstructions that prevent the assertion or expression of the individuality."

The removal of these obstructions means the cure of the mental defect, for our hypothesis places the personality beyond the realm of the purely material; hence when the physical obstruction is gone the personality readily pushes forth and mental development begins.

It is in the nervous system that these obstructions are to be sought,

for the nervous system lies between the personality and the objective world. It is the sole basis of all our states of consciousness; it is the great correlating mechanism, the connecting link without which the personality would be buried in a living tomb and the whole world of sense would be a blank. Through the innumerable sensory nerve paths our impressions from without reach the central structure, the brain; there they are associated and coördinated; thought is developed; the will is aroused to act; and outward expression of our mental state is produced by motor impulses traversing the outgoing nerve paths. A great law controls this process: The impulse invariably follows the line of least resistance. If the pathways are injured, or if the receiving or transmitting organs are damaged, resistance is increased, perhaps to such an extent that the message is never received by the center, and until this resistance is modified or removed the mind is isolated—just as a city would be whose telegraph wires were broken down by a great storm.

This is the problem of the subnormal child. We must learn how to restore broken pathways, to establish new lines of least resistance, to break through or find a way around the barriers that keep our little captives shut in from the bright, happy world—literally imprisoned in their own brain-cells.

The training of the subnormal child presents peculiar difficulties. . . .

nary methods of teaching are inadequate because they do not meet the physical disabilities which are encountered. The training of these children is essentially individual. Before beginning any work it is necessary to determine as nearly as possible the nature of the physical defect and the degree of mental enfeeblement. This requires some form of classification, and many attempts to formulate one have been made. None of them has proved very satisfactory, and many are wholly objectionable. The real need appears to be for two classifications, one based upon clinico-pathologic grounds, to be used in the medical treatment; the other a pedagogic classification, which shall measure—not the educability, as some have advocated, for this time alone can determine—but the education of the child. The choice of the terms used in these classifications is important, but authorities are not at all agreed as to which terms are preferable. In this paper the general term mental subnormality has been used rather than to the more common expressions feeble-mindedness or mental deficiency, because it seems broader and more impersonal and appears better to fill the need of an all-inclusive term. The words idiot and imbecile, so frequently employed in the past, are fortunately falling into disuse. Neither of them is scientifically acceptable, and the contempt which common usage has attached to them makes their abandonment imperative for the children's sake. For years the Bancroft School has advocated this step, and it is gratifying to find that of late it has been widely followed. Surely it is not much to ask for the little unfortunates who come

into the world so pitifully handicapped.

Having determined the nature of the physical defect, steps must be taken to overcome it. Every possible means must be employed to build up the general health. Regular habits must be formed, especially in regard to the eliminative functions, for imperfect elimination tends to produce auto-toxemia, and thus react upon the whole system.

The diet must be most carefully chosen. Subnormal children are peculiarly liable to digestive disorders, and these must be constantly guarded against. The food should be plain and simple, and its selection varied to meet individual needs. A large amount of proteid seems to be of benefit. Children who are subject to convulsions should always be given strained food, with but little meat, and that finely chopped.

Exercise should be both active and passive, breathing exercises, gymnastic drills and marches, dancing, games, walking, and out of door play; all of these should be utilized. Particular attention should be paid to the development of rhythm and muscular coördination, and it is well to devise special exercises to meet the needs of individual development. Massage and passive movements should be employed, directing particular attention to weakened or paralyzed muscle-groups.

Fresh air is imperative. Plenty of time ought to be spent out of doors, and the sleeping room should be well ventilated. More sleep is needed by the subnormal child than by the normal one, and an hour's nap every afternoon is a wise provision. The morning bath should be a sponge bath

between blankets, followed by a salt water rub. Tub baths ought not to be permitted more than two or three times a week.

Most subnormal children need medical attention, for it is very necessary that every possible source of reflex irritation be removed. The eyes should be examined and proper lenses prescribed; the teeth should be kept in good order; adenoids and other growths should be removed; special shoes or braces should be procured for the correction of deformities; electrical treatment should be applied when indicated; and medicinal aid should be constantly at hand.

The mental development of the subnormal child begins with the arousing of consciousness. Next comes the training of special sense-perceptions. Hearing is often the first to respond; not infrequently a child will listen to music when nothing else appears to make any impression. Sight is appealed to by the use of familiar objects. Later smell, taste and touch are exercised by the use of suitable substances.

One of the most difficult tasks is the fixation of attention. Many subnormal children are unable to attend to any single perception long enough for it to make an adequate memory impression. This may sometimes be overcome by swinging or rotating a colored card or a bright light before the eyes, or by the use of an electric bell or gong.

Speech training is begun by teaching the child to open the mouth. Following nature's method, the long vowels are first taught, then the consonants, and finally words and phrases. Any sound or gesture indicating thought on the part of the child should

be at once taken hold of and developed. In the arousing of the faculty of speech every possible stimulus which may in any way aid the work should be pressed into use.

Color-sense is sometimes hard to develop. It is wise to proceed slowly with this work, studying a single color for some time before taking up another. The practice of teaching color by using a dozen different hues and tints at one time is not productive of good results. Various objects, all of the same color, should be placed before the child, the color-adjective being invariably coupled with the name of each one. On physiological grounds it is advisable to group green with red, blue with yellow and black with white; taking up a pair at a time and studying the colors at first alone, then alternately, then together.

Having gained control and attention and sense perception, memory and association may be more fully developed, and reading, writing and number work may be commenced. Accompanying this elementary training there should be some form of work with the hands, at first perhaps a specially devised employment for the individual case, and later ordinary kindergarten work. This leads to the usual forms of manual training, such as wood-working, basketry, weaving, sewing and domestic arts.

There are many who believe that the mentally subnormal child is incapable of advancing further than this point, and work with the hands is therefore made by them the acme of training. But this is a great mistake. Even if the effect is purely subconscious, the value of the higher forms of education may be demonstrated in the majority of cases. The

development of æsthetic sense is particularly useful. An appreciation of the beautiful, both in nature and in art, should be aroused. Nature-study should be utilized. The child should be surrounded with harmonious colors, beautiful pictures and artistic objects of every kind. Clay-modeling, drawing, painting, music and simple dramatic art should be cultivated, no matter how crudely the work is done.

This is the kind of training of the subnormal child that will bring results. But in order to be truly successful it is absolutely necessary to preserve what might be called an affirmative mental attitude. If we do not believe that we can accomplish what we attempt, we are almost sure to fail. The parent should never allow herself to think that the child cannot do what is expected, nor should she permit the child to think so; the mind should be most strongly impressed with this thought. If the child misbehaves it should never be called naughty or bad. We may perhaps say that the little hands or lips have been sick and need medicine to cure them, but badness and punishment should never be mentioned. We should never forget that the power of suggestion is a most potent—indeed an indispensable—factor in the education of the child.

The training of the subnormal child may be—and when possible should be—carried out at home, but the task is a difficult one. What we need is more special schools, for it is there

that the child can be provided with expert care, suitable environment and congenial companionship. The training schools of our various States, the special classes established by the public school systems of many of our cities—all of these are doing splendid work, but their funds are limited. We need schools that are specially endowed, so that everything required for the welfare of the children may be provided; so that original study and research may be pursued; and so that well trained teachers may be developed who can carry the work into new fields. These teachers must be experienced in the teaching of normal pupils before they can take up the training of sub-normal ones, for the work requires advanced special knowledge in addition to that gained in the normal school, and wide experience is absolutely necessary.

Our State legislatures should provide for and enforce the proper physical and mental education of subnormal children. Their more fortunate brothers and sisters have it; why should not they? They come into the world maimed and crippled. Do they not deserve the more at our hands on this account? Adequate provision for their physical development and for their mental growth is not only their privilege; it is their right. And we—their parents and teachers—have not done our whole duty until we have insisted that their right be granted them.



National Department of Child Hygiene

By EDITH HOWE, Chairman of Field Work, 820 St. Nicholas Avenue,
New York City

PURPOSE OF THE COMMITTEE.

The Child Hygiene Committee is formed to improve the conditions relating to the physical care of infants and children.

The census shows a large death rate among infants caused by ignorance as to proper food and care.

The Child Hygiene Committee should put itself in touch with the Health Department. It should arrange courses of lectures by physicians and nurses, inviting, by special invitation, every young mother to attend. These lectures should demonstrate simply and clearly the conditions which must surround infants to secure life and health. The Congress has valuable literature for free distribution among such mothers.

Dr. Helen Putnam, Secretary of the American Academy of Medicine, will edit a department on Child Hygiene in THE NATIONAL CONGRESS OF MOTHERS' MAGAZINE, beginning with September issue. She is a specialist, and in her intense interest in saving the lives of the children she gives the benefit of her knowledge to the mothers who read the Congress magazine.

At the last annual meeting of the National Congress of Mothers in New Orleans, a new department of Child Hygiene was instituted to deal with infant mortality, the birthrate, the dependent child, the physical welfare of the school child, and such other problems relative to child life as we hope will be dealt with by the national government in the federal children's bureau. Of this department I have the honor to be chairman. My work as director of The Delineator Mothers' Conference on Care of Babies has enabled me to progress faster than I otherwise would have been able to do in the work of this department.

Your president and I have been in constant conference in laying the foundations for this department. We have felt it wise to concentrate for this summer on the work of reducing infant mortality. The last United States census shows that in the Registration Area one of every six babies born dies under one year of age. No city or town can be really prosperous in which it is impossible for babies to live. The work of this com-

mittee is fundamental, and reaches out to every movement for improvement of scientific conditions and social welfare. We have felt that the one sure way of reducing infant mortality is to give practical instructions to the mother in the management of infants, care of milk and sanitary conditions of the home. Mothers' circles offer a most appropriate and convenient class for instruction of mothers in infant hygiene.

Accordingly, the organization of the cities of New York, Philadelphia and Chicago in the North, New Orleans, Alexandria, Shreveport, Lafayette and Plaquemine in the South, for the work of educating mothers in the care of young babies this summer has been effected in conference with the National Congress of Mothers and The Delineator. The story of the manner of the calling of this conference in Philadelphia, which is told in the editorial in this number, will give you an effective method for inaugurating similar work in your principal cities. In New York The Delineator Mothers' Conference is conducting model

schools for mothers in nine of the schools of the Children's Aid Society. The work is in charge of physicians and graduate nurses, under the careful supervision of a superintendent of nurses. Invitations to attend these schools, printed instructions to mothers, cards for keeping the physical record of mothers and babies attending, have been prepared by experts and are based on similar records from the principal hospitals and health departments of this country.

Since graduate nurses are not trained in *educating* and in field work, it is our aim to educate in these schools graduate nurses who will be able to go out to any town and organize similar work and be competent to succeed in educating a mother to care for her baby. They are in charge of Miss G. H. Franklin, R. N., who has had wide experience at Roosevelt and Bellevue hospitals, and at the New York Association for Improving the Condition of the Poor in educating mothers before and after confinement in the care of their infants. These nurses are all associate members of the Congress of Mothers, and under the guidance of Mrs. Schoff are to be organizers as well as educators of mothers. These nurses start at work on May first, and at the end of the summer will receive a certificate stating the kind of work they have been doing, and will be at the service of local departments of child hygiene.

The plan adopted in New York, Philadelphia and New Orleans, under the direction of the Mothers' Congress, is to center around the school building in each district, classes for mothers to be conducted by physicians and trained nurses. The mothers are enrolled and must

report weekly at the school, where a physician examines the babies and gives informal instructions to the mothers. Sick babies found are referred to the proper dispensary or hospitals. Babies needing free milk or fresh air outings are referred to milk depots or charitable agencies. During the week nurses visit the mothers in their homes.

Appeal is herewith made to every State and local president of a Mothers' Club to appoint State and local chairmen of Child Hygiene. Names of women appointed should be sent in at once to the president of the Congress of Mothers and to the chairman of the National Department of Child Hygiene. If suitable women are not at once available for this special work, appeal is made to State and local presidents to start work for the prevention of infant mortality in their own town at once. The carrying out of this work will undoubtedly bring forth the right person for the Child Hygiene chairmanship in many cases. The president of the Congress of Mothers, the chairman of Child Hygiene, as well as The Declinator Mothers' Conference will coöperate with you in this work to the fullest extent. In Louisiana, Mrs. A. K. Saint Martin has been appointed State Chairman of Child Hygiene by Mrs. de Garmo. In Georgia, Mrs. Emma Garrett Boyd is Child Hygiene State Chairman, and in Illinois Mrs. Lindsay Wynkoop; Pennsylvania, Mrs. John W. Moyer.

There are over sixty mothers' clubs or parent-teacher associations in the City of New Orleans alone. In forty-two of them at least one

lecture to mothers on care of babies has been given by a physician since The Delineator and the Mothers' Congress introduced the work there in March. Mrs. A. K. Saint Martin has undertaken this work, and is traveling under the direction of the Mothers' Congress, and through the assistance of The Delineator, throughout the State of Louisiana to organize this work. In Louisiana there is a system of School Improvement Leagues under the management of the State Board of Education. Dr. D. Harvey Dillon, the president of the Louisiana State Board of Health, is planning a State-wide national campaign along sanitary and hygienic lines, and he promptly added Mrs. Saint Martin to his corps of lecturers, giving her his official sanction and letters of introduction to the health officials of every town in the State. Through the efforts of Mrs. Saint Martin, who has been connected with the New Orleans Item and Mrs. Frank de Garmo, State President of the Mothers' Congress, the newspapers have reported widely the progress of the work of the department of Child Hygiene in the South.

For every mothers' class on infant hygiene that has not as yet allied itself to the Congress of

Mothers, a Mothers' Congress badge will be presented by The Delineator to every mother who will ally herself with this national organization for the welfare of the child. Pamphlets are available through this department on "How to Organize a School for Mothers," "How to Get Milk that is Safe for Babies," "How to Keep Your Baby Well." These will be found of the greatest assistance in inaugurating the work and in starting classes. I urge you to start classes in child hygiene in those mothers' classes under your supervision, and to organize as far as possible your town or city that all mothers and babies may be reached, whether they are members of the National Congress of Mothers or not. Call a conference, inviting your mayor, your superintendent of schools, your commissioner of health, your director of public charities and the heads of private associations, such as settlements, milk depots, fresh air agencies, hospitals and dispensaries, and let this conference organize systematic work for the education of mothers, and for the saving of babies. I urge you to take this matter up at once, and not wait for the rising death-rate of the first hot wave.

Over-Cutting of Connecticut's Forest Indicates General Rate of Timber Consumption

It has been estimated that the amount of wood annually consumed in the United States at the present time is twenty-three billion cubic feet, while the growth of the forest is only seven billion feet. In other words,

Americans all over the country are using more than three times as much wood as the forests are producing.

The State Forester of Connecticut, in a recent report, has given figures on growth and use for New Haven

County, which give many more valuable details than are generally to be obtained, and well illustrate how the forest is being reduced by over-cutting. In this county a very careful study was made of each township of the amount of forest, the rate of growth, and the amount of timber used. For the year 1907 the timber used was 120,000 cords, in the form of cordwood, lumber, ties, poles and piles. The annual growth on all types of forest land, including the trees standing on abandoned fields, for the year, reached a total of 70,000 cords. Thus the amount cut yearly exceeds the growth by 50,000 cords.

The amount of standing timber considered as merchantable and available for cutting within the next few years was found to be 1,200,000 cords. Each year the annual growth increases the supply on hand by 70,000 cords, while the use decreases it by 120,000. The net reduction is therefore 50,000 cords a year. If the cut and the growth remain at the present figures,

the supply of merchantable timber will be exhausted in about twenty years. At the end of that time there will be a large amount of forest standing in the county, but it will be in tracts under forty years of age, containing wood below the most profitable size for cutting. Cordwood could still be cut, but supplies of the most profitable products, like ties and lumber, would be practically exhausted.

Connecticut's case illustrates what is meant when the exhaustion of the timber supply is spoken of. It does not mean that every tree will be cut and that the ground will be bare. It means, on the other hand, that year by year the people of the country are cutting more timber than the forest grows, and that within a comparatively short time the continued loss will have so reduced the forest that it will be difficult and expensive to obtain timber of useful size in sufficient quantity.

National Congress of Mothers

DEPARTMENT OF GOOD ROADS AND SCHOOL IMPROVEMENT

Mrs. Frank De Garmo, National Chairman of Good Roads and School Improvement, is working in coöperation with the National Good Roads Department, and desires to correspond with mothers wherever the work is needed.

Mrs. De Garmo has been appointed by Governor Sanders as a delegate to the Oklahoma Southwest Rural County Commission meeting to be held in May.

The plan for improving roads in

rural districts not only includes coöperation with the local good roads associations, but will bring into the work of road building the boys of the schools. They will be advised how they can use their superfluous energy in improving the roads, and will incidentally gain experience and knowledge of incalculable value to them.

The plans outlined by Mrs. De Garmo open an important field of activity for boys and of benefit to rural communities.

Department of Parent-Teacher Associations

The Illinois Congress of Mothers sent the following letter to clubs which it had organized, and which had not as yet formally joined the Congress by the payment of dues:

The Illinois Congress of Mothers would be glad to have your club set apart one meeting during the year 1909-1910 to be devoted especially to the work of the Congress and its relation to Parents' Clubs. Speakers for such a "Mothers' Congress Day" will be furnished and it is hoped that a clearer knowledge of the value of the work of the Congress will lead to a closer interest and to membership where such does not already exist.

The enclosed circular gives information in regard to membership.

Address Mrs. W. S. Hefferan, 195 E. 44th Street, Chairman of Congress Extension Committee of Illinois, Congress of Mothers.

It would be well for all Parent-Teacher Associations to follow the suggestion made in this letter so that the work of the Congress may be emphasized.

The work in Texas, Mississippi and

Alabama is very encouraging, and the interest taken by teachers is shown in the demands for a presentation of the work of the Congress before institutes and State Teachers' Associations.

The demand for something in the form of a written address (on some vital question pertaining to the home or child) that can be read before Mothers' Circles and Parent-Teacher Associations, has brought the following valuable suggestion from Mrs. Schoff, which is to be carried out. That is, to select from the Congress Loan Papers a series which could be sent to clubs where help is needed on the program. Such a series could be loaned to a club for a season for one dollar and returned to the Secretary at the end of the season.

Those who have papers which have proved of interest when read before clubs would confer a real benefit on other clubs by sending same to Mrs. W. S. Hefferan, 195 E. 44th Street, Chairman of Parent-Teacher Department.

"Mothers' Day"

Dedicated to the Congress of Mothers, 1908

C. H. ST. CLAIR

There's a word surpassing all others
Since mortals on earth saw the sun:
'Tis the sacred, the holy word Mother,
As it fell from the first human tongue.

The earth has swept on in its cycles,
And thousands of years passed away,
Yet through all of man's troubles and
changes
That word is the dearest to-day.

Chorus.

Now we wear o'er our heart a white
blossom,
And a Nation has chosen a day,
And all will do honor to Mother
Each year—on the 10th day of May.

United in this are the millions
Who dwell in this land of the free;
On the breast of each a white blossom
In remembrance, our Mother, of thee.

The children of men prone to wander
Oft forget what a Mother has taught,
But the silence of night e'er they slumber
Brings mother again to their thought.

While we live be it ours to remember,
No matter where we may be;
The day, and the beautiful emblem,
And the thought, sweet Mother, for
thee.

Philadelphia Organizes to Prevent Infant Mortality

The National Congress of Mothers, at its recent meeting in New Orleans, organized a Department of Child Hygiene. This department has for its duty the prevention of infant mortality.

The members of the Congress in Philadelphia secured the interest of Dr. Neff, Director of Public Health, who said that he had been eagerly looking for just such coöperation as was offered by the Congress in preventing the mortality among children. Dr. Neff stated that in 1908, out of 7,752 children who died under five years of age, 4,743 could, under better conditions, have been saved. Thirty-two per cent. of these deaths were from preventable diseases. At least twenty-nine per cent. died from improper feeding, due in part to the inability to procure proper food, but in greater part to the ignorance of mothers as to care of their children.

The Department of Health, Mothers' Congress and Board of Education issued an invitation to officers of Mothers' Circles in Philadelphia, and other organizations, to meet in the Mayor's office to confer on the work of educating mothers in regard to the care of children. The whole plan is an educational one.

Mayor Reyburn presided at the meeting. It was arranged to have weekly lectures by physicians and nurses in the public schools of Philadelphia during May and June, demonstrating simply and practically the necessities of childhood if life is to

be saved. Mothers' Associations are to be formed in the forty-seven wards of Philadelphia. The Department of Public Health will take the birth records of 1908 and 1909 and, through the appointment of ward committees, each mother of a child born during that period will receive a personal invitation to attend these lectures. It is the purpose to arouse the whole city to allied earnest work on behalf of the little ones. An Executive Committee was appointed, with Dr. Neff at the head of it.

This is an example of what may be done in other cities if the leaders in the Mothers' Congress will visit the Department of Health and offer similar coöperation.

The use of the public schools was given for these lectures.

Committees were appointed on securing speakers for these lectures, and on securing audiences for the speakers. The whole work will be under the direction of the Department of Health, but representatives of the Mothers' Congress in Philadelphia have equal responsibility by representation on the Executive Board and being in close touch with the Director in the work that is contemplated.

The Mothers' Congress strongly urges upon each Mothers' Circle or upon individual members that at this time a committee be formed in each community to provide opportunities for mothers to learn what is necessary for them to know in order that the alarming mortality among infants may be decreased.

Coöperation in the Home

ALICE HALL PAXSON

The secret of a happy home lies in the coöperation of the component parts. One individual in the home, however great his or her consecration and self-sacrifice, cannot alone cause the place to be permeated with that beautiful atmosphere which one recognizes on crossing the threshold of a true home. The result is usually one beautiful unselfish life, spent in the service of others, and of selfish self-indulgence or harshness of the rest of the household.

One person in a household may, however, do much to suggest and educate *all* the members in the belief that all have a part in making the machinery run smoothly, not only the material machinery, but the mental and spiritual as well.

This part belongs preëminently to the mother. There are five things necessary to the end sought: Order, courtesy, a common work, interest, a common pleasure interest, and last, but by no means least, a deep and sincere religious affinity of each member of the family, which though not necessarily the same on the part of every individual, must at least be enough in harmony to admit seasons of religious communion at regular periods.

Order covers the running of the material machinery of the household and is to a large extent the mother's domain. Whatever the resources of the family may be, to insure a happy atmosphere, there must be a certain system and order. Not a rigid and unyielding system, where all moves by clock-work and nothing short of an earthquake can disturb the equi-

librium. That sort of thing is deadening, but enough system is desirable to insure the family's breakfasting and supping and dining together, as a rule, and that these meals be made the happy communion points of the day.

It was my fortune as a young girl to visit frequently at two homes, at a distance from my own, with visits long enough to make me feel much in touch with the spirit of the two families.

In one there was the most beautiful coöperation. Each member of the family, from the dear grandmother in her upper sitting-room, from which she could seldom go the last years of her life, down to the youngest, a little lad of eight or nine, always took an interest in each other and each other's pursuits. The household was beautifully regulated. It was unheard of for them not to have breakfast together, and the hour was six-thirty. The friends of any member of the family were of interest to all. When the daughter had a party, father and all joined in. If any one went out in the evening, when he or she returned, all came to the individual's room to hear about it. If they had retired, they would put on wrappers or set open doors to have a part in the fun; and many pleasures were taken by all the family together.

In the other family the father breakfasted at six-thirty, the mother always being on hand (she was the unselfish, devoted member in the case), the rest straggled in till nine o'clock. I wished her patience would give out, and I had a dreadful time deciding at what hour I should appear

myself. They were not an unhappy family, but somehow they never seemed to act in harmony.

Each household has its special problems for the mother to work out, and happy is she who can inspire and set in motion coöperation in keeping order to a comfortable degree on the part of a family of children. Just here I want to put in a plea for the father's share in this.

Parents should work together. The daughter's education should not be in the mother's hands entirely. A father, after expressing dissatisfaction with some of the ways of a child, said, "But I have nothing to say about that, the mother decides that." Some times a little masculine business sense will help out in kitchen problems, and a little womanly intuition may find a way to solve a business snarl.

Courtesy is a vitally important part of a happy household. "Life is not so short but that there is time for courtesy." Let us not forget the aged in our midst, and let us teach our children reverence and consideration toward them. The dear old people who came into my childhood were among my greatest blessings.

Every member of the family should have a share and a feeling of responsibility in the household work, from the baby of two, who can go for slippers, etc., to the oldest of the family, who can perhaps only add a mite to the real work. It should become a common feeling that all the rest must have this help. This is necessary whether the family has no servant or ten. "Life is hardly respectable if it has no generous, guarantying task, no duties of affection, that constitute the necessity

of existing." "Doing nothing for others is the undoing of one's self."

I wonder if mothers are not responsible for daughters not wanting to help with household duties? Do not we complain too much of the drudgery of the work we may have to do?

Every child should have an allowance no matter how small, or if the parents cannot afford even this, every child should be helped to a proper way of earning money and guided in the care and expenditure of it. No child should be paid for the work in the home that comes under the heading of the things that must be done to make a home a home.

The home which has no interest in the spiritual side of life, whose members have no periods of coming together for devotion, whose meals are eaten without the thought of thanksgiving, miss the highest of influences. "Great men are they who see that spiritual is stronger than any material force; that thoughts rule the world."

The subject of moral training has been of late receiving much attention, and the problem of attaining this teaching in the schools without conflicting in any way with the varied religions of the pupils has proved a difficult one. Just here lies the weakness in our homes, where such influences should be so strong that, save in extreme cases, the duty of the schools should need only to be secondary.

This is the place where father and mother should work together.

Blessed is the family that comes together with joy, for a prayer, a hymn, or the reading of a psalm or Bible verses.

State News

CALIFORNIA

The California Congress of Mothers reports one hundred and thirteen associations in its membership, and hopes to make it one hundred and fifty before the close of the year.

The California Congress will celebrate May 2d as Mothers' Day, and has ordered thirty thousand buttons, which will be sold at five cents apiece, and the money will be appropriated to a mothers' fund to aid in work for mothers. One circle will use whatever money it secures for a playground, as that is the one thing in that place which will benefit the most mothers. If the circles follow this suggestion it will make it possible for each town or city to start a fund for their own special needs.

ILLINOIS.

The Tenth Annual Meeting of the Illinois Congress of Mothers will be held in Macomb, Illinois, May 12, 13 and 14, by invitation of the Western Illinois Normal School and Child Culture Circle of Macomb. Entertainment will be provided for officers and delegates. Mr. Alfred Bayliss, President of the Western Normal School; Mrs. Orville T. Bright, Dr. Nathaniel Butler, of the University of Chicago; Mrs. Ellen M. Henrotin are among the speakers.

Mrs. Dr. Lindsay Wynekoop has been appointed chairman of Child Hygiene Committee, and active work to save babies' lives will be begun at once.

MISSISSIPPI

Mrs. B. H. Stapleton reports the organization of two Mothers' Congress Circles and two Parent-Teacher Associations in Hattiesburg, and work has been begun to organize Mothers' Circles throughout the State. The New Orleans Congress of Mothers was such an inspiration to Mississippi women that they are working earnestly to establish many branches of the Congress.

OREGON

The Home Training Association of Portland, Oregon, has united with the Oregon Congress of Mothers. There are seventeen Mothers' Circles in the Congress.

Much attention is given to regulating sanitary conditions in schools and the enforcement of the laws of sanitation. The Oregon Congress carried on the kindergarten work at Chautauqua last summer, and will have it in charge this year.

The annual meeting will be held in May.

OHIO

The Ohio Congress of Mothers is rejoicing over the passage of a law providing for the medical inspection of pupils attending the public schools. Physicians and nurses may be employed whose services shall be compensated from public school funds.

PENNSYLVANIA.

We in Pennsylvania, and especially in Philadelphia, have fully realized

the need of, and are demonstrating the value of, Parent-Teacher Associations, that coöperation of parents and teachers which is intended to break down all barriers between the home and the school for the sole purpose of studying the welfare of the child in body, mind and soul.

In the past year we have organized about fifteen circles in the Philadelphia schools, and have, through these meetings, been able to come in touch with thousands of parents who spent at least one afternoon or evening in the school. When we think for a moment of the wonderful opportunity these meetings offer to both parents and teachers, we realize that what is being accomplished in one city can be done in every city throughout our country.

The Associations in Philadelphia are actively interested in the opening of the schoolhouses in the evening as Social Centers, where not only the children may gather, but that it may also be a meeting place for the parents.

The use of the schoolyards for playgrounds is demonstrating a most valuable movement in affording a safe place, under suitable supervision, for the children to play away from the temptations and dangers of the street. Whenever possible, the Congress of Mothers gladly welcomes the coöperation with every society and organization in the work for the welfare of the child, and in organization we are learning that beautiful word Reciprocity, and appreciating more and more the strength and influence we gain by coöperation.

The movement to secure the vacant lots in the city and in some of our country towns, for the use of the

children in lessons in Horticulture, is spreading rapidly, and demonstrating its value in not only cultivating the love for flowers in the heart of the children in lessons of horticulture, is portant, by teaching the child to keep so close to Nature that he may learn to profit by the beautiful example of service which all Nature teaches, and thus he learns through Nature's book to know Nature's God.

We all realize that the child must learn his first and last lesson at his mother's knee; we also know full well that the mother's daily round of duty is full of probation and of discipline, training, as it must, the will, heart and conscience, and that the devoted mother needs the fresh stimulant which she is sure to derive from the unselfish, loving, tender consultation with the teacher of her child when it is their privilege to meet in mutual interest in his welfare.

Dr. Brumbaugh, City Superintendent of Philadelphia Schools, in his address on this subject before the International Congress of Mothers in Washington last March, expressed the opinion that no school system has entered into its highest possibilities which does not include the social, educational and moral forces of regular, systematic Parent-Teacher Associations.

RHODE ISLAND.

The organization of the Rhode Island Congress of Mothers was completed in March by the adoption of the constitution and election of officers. The aims and purposes of the National Congress were read, and much enthusiasm was evinced.

President, Mrs. Louis L. Angell, Providence.

Vice-Presidents, Mrs. P. Francis Walker, Mrs. Russell N. Dana, Mrs. E. M. Pierce.

Recording Secretary, Mrs. A. Raymond Chandler.

Corresponding Secretary, Mrs. Geo. W. Bates.

Treasurer, Mrs. Geo. J. Huddy, Jr.
Auditor, Miss Margaret Colton.

Mrs. Hasbrouck, President of the State Federation, and Mrs. Thaddeus J. Hayden, President of the Providence Mothers' Club, took the initiative in the formation of the State Congress of Mothers and are to be congratulated on their success.

TEXAS BRANCH, NATIONAL CONGRESS OF MOTHERS

The Council of Mothers of Dallas was organized in April. It is composed of the mothers' clubs of the city with the object of unifying the interests of the mothers' clubs of Dallas, and by concerted effort to establish close relations between home and school. Mrs. W. M. Reiley was elected President, Mrs. C. V. Daniels and Mrs. Fox, Secretaries; Mrs. P. P. Tucker, Treasurer.

Mrs. J. N. Porter presided and gave an interesting account of the growth of the National Congress throughout the United States. There are about forty mothers' clubs in San Antonio, Houston and Dallas, and about a hundred in the State.

Mrs. Porter read the following letter from D. M. Horn, Superintendent of the Houston public schools:

"I am in hearty sympathy with the work of these organizations. I consider them the most helpful develop-

ment during the five years that I have had the privilege of being superintendent of the city schools of Houston.

"Permit me to add, that so far as my observation goes, the Mothers' Clubs of Houston have been of more real service to the schools than have such organizations anywhere else in the State. Such, at any rate, is my opinion. When I mention that in at least four instances the club has raised \$1,000 for the purpose of equipping the building for work in manual training and domestic science, you will agree with me that I have at least some basis for my belief."

The Mothers' Clubs of Dallas have grown from a small assembly of women to thirteen or fourteen bodies each numbering fifty or sixty members. "All of these clubs are in connection with the public schools, and much of their work has been done along lines of school improvements. Each club has done good work in connection with its school, but since there is strength in union, more will be accomplished by an organization of forces.

"We wish to work in harmony and to coöperate with all organizations aiming to uplift humanity. Many organizations are doing reform work, but the Mothers' Congress stands for formation, rather than reformation."

A State meeting of the Mothers' Associations of Texas will be held in Dallas early in October.

A Parent-teacher Circle has been organized in Royston, Texas, with Mrs. E. R. Rector as President.

NATIONAL CONGRESS OF MOTHERS

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AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may coöperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to coöperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.